

CERTIFIED EVALUATION PLAN

Caverna Independent School District
1102 North Dixie Hwy
Cave City, KY 42127
(270) 773-2530

Dr. Samuel E. Dick, Superintendent

Evaluation Plan Contact:
Alisha Richardson, Director of Special Education

June 2010

Evaluation Plan Development Committee Members, 2010:

| | |
|-------------------|---------------------------------|
| Alisha Richardson | Director of Special Education |
| Stephanie Karl | Caverna High School Teacher |
| Barry Nesbitt | Caverna Middle School Principal |
| Tim Gower | Caverna Middle School Teacher |
| Nathan Wyatt | Caverna Elementary Principal |
| Broderick Davis | Caverna Elementary Teacher |

| TABLE OF CONTENTS | |
|---|-----------------------|
| ITEM | Page number(s) |
| Administrator Formative Observation Forms | 65-68 |
| Administrator Standards | 64 |
| Administrator Summative Observation Form | 69 |
| Appeals Process | 74-76 |
| Assistance/Corrective Action Plan | 70-73 |
| Assurances | 7 |
| Evaluation Process and Procedures | 12-15 |
| Glossary of Evaluation Terms and Definitions | 9-10 |
| Guidance Counselor Formative Observation Forms | 45-50 |
| Guidance Counselor Summative Observation Form | 51 |
| Kentucky Teacher Code of Ethics | 8 |
| Kentucky Teacher Standards | 19-28 |
| Librarian/Media Specialist Formative Observation Forms | 52-57 |
| Librarian/Media Specialist Summative Observation Form | 58 |
| Preobservation Instrument | 29 |
| Preschool/IECE Teacher Formative Observation Forms | 37-43 |
| Preschool/IECE Teacher Summative Observation Form | 44 |
| Professional Growth Plan | 17 |
| Schedule of Evaluation | 15 |
| School Psychologist Formative Observation Forms | 59-62 |
| School Psychologist Summative Observation Form | 63 |
| Stages of Development Related to Outcomes and Professional Devel. | 11 |
| Teacher Formative Observation Forms | 31-35 |
| Teacher Summative Observation Form | 36 |

Certified Personnel Evaluation Plan Checklist
Indicators taken from KRS 156.557 and 704 KAR 3:345

| RS 156.557 Section | 704 KAR 3:345 Section | Page Number in District Plan where Evidenced | | |
|--------------------------|--------------------------------|---|-------------|---|
| | | * Page | Location | A. Plan developed by evaluation committee: |
| (3) (c) 1 | 4 (1) | Cover | Bottom | 1. Equal number of teachers and administrators |
| | 3 | 3 | Bottom | 2. Approved by local board of education |
| | | | | B. Plan provides for: |
| | 6 | Cover | | 1. Designated contact person |
| | 6(2)a | 12 | P: 3 | 2. District trains primary evaluators in the local evaluation process |
| | 5 (2) | 12 | P:3 | 3. Explanation to and discussion with all certified personnel “no later than the end of the first month of reporting for employment for each school year” |
| | 5 (3) | 19-73 | | 4. Performance standards with indicators for major job categories |
| (3) (b) | 4 (2) | 12 , 13 | P:6-7, 7-10 | 5. Formative and summative processes |
| (3) (c) 2 | 4 (2) (a) | 12, 16 | P:8, all | 6. Immediate supervisor designated primary evaluator |
| (3) (c) 2 | 4 (2) (a) | 12 | P:8 | 7. Third party observer process |
| (3) (c) 3 | 4 (2) (b) | 12 | P:6 | 8. Observations conducted openly |
| | 4 (2) (c) | 13 | P:10 | 9. Alignment of growth plans with school/district improvement plans |
| | 4 (2) (c) | 13 | P:10 | 10. Annual review of growth plans |
| | 4 (2) (d) | 13 | P:4 | 11. Provisions for Superintendent’s professional growth pursuant to KRS 156.111 |
| | 4 (2) (e) | 13 | P:5 | 12. Conference within one week of observation |
| | 4 (2) (e) | 12, 13 | P:7, 5 | 13. Summative conference includes all evaluation data |
| | 4 (2) (f) | 13 , 15 | P:2, #3 | 14. Annual evaluations with multiple observations for non-tenured certified personnel |
| | 4 (2) (g) | 15 | #7 | 15. Multiple observations for tenured teachers when observation is unsatisfactory |
| | 4 (2) (h) | 13, 15 | P:9, 4 | 16. Summative evaluations for tenured teachers minimum of once every three years |
| | 4 (2) (i) | 13, 15 | P:4, #8 | 17. Summative evaluations for administrators annually |
| | 4 (2) (j) | 12 | P:3 | 18. Evaluations (except Supt.) on approved forms to become part of official personnel file |
| | 4 (2) (l) | 13 | P: 1,7 | 19. Opportunity for written response/become part of official file |
| | 4 (2)(m) | 13, 15 | P:1, #11 | 20. Copy of evaluation provided to evaluatee |
| (3) (c) 5 | | 14 | P:2-3 | 21. Corrective action process |

Page/Location columns ask that the committee designates where in the plan the evidence for that indicator can be found. **The Assurances page can only serve as evidence that the board has approved the document.** The Location column asks for the exact spot on the designated page where the evidence is found.

| KRS 156.557 section | 704 KAR 3:345 section | Page Number in District Plan where Evidenced* <i>Teacher</i> <i>Administrator</i> Form Form | | | | C. Teacher and Administrator Evaluation forms include: |
|---------------------------|--------------------------------|---|-------|-----------------------------|------|---|
| | 5 (1) | 30-36 | | 64-76 | | 1. Specific descriptors or indicators that can be measured or observed and recorded |
| (2) | | 19-28 | | 64 | | 2. List of performance criteria for teachers and administrators: |
| (a) | | 33 | S: 10 | 67 | S: 5 | a. Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results |
| (b) | | 30 | S: 1 | 65 | S: 2 | b. Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research..., or school management skills based on validated managerial practices |
| (c) | | 33 | S:10 | 65 | S:2 | c. Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques |
| (d) | | 31 | S:4 | 66 | S:4 | d. Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences |
| (e) | | 32 | S:8 | 66 | S:4 | e. Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others |
| (f) | | 33 | S:10 | 67 | S:6 | f. Performance of duties consistent with school, community goals and administrative regulations |
| (g) | | 31 | S:6 | 67 | S:7 | g. Demonstration of use of resources, including technology |
| (h) | | 33 | S:9 | 67 | S:5 | h. Demonstration of professional growth |
| (i) | | 33 | S:10 | 67 | S:5 | i. Adherence to the professional code of ethics |
| (j) | | | | | | j. Attainment of other established EPSB and ISLLC standards not included in above |
| (6) | | | | | | D. Appeals process that includes: |
| | 7 (1) | 75 | | P: 1 | | 1. Right to a hearing |
| | 7 (2) | 75 | | P: 2 | | 2. Opportunity to review all documentation submitted by both parties reasonably in advance |
| | 7 (3) | 75 | | P: 1 3 rd bullet | | 3. Right to presence of chosen representative |
| | 9 | 75 | | P: 4 | | 4. Opportunity to appeal to Kentucky Board of Education |

***Section C** must also be completed for any evaluation forms used in addition to teacher, librarian/media specialist, counselor, or administrator forms. For example, if a specific form has been developed for use when evaluating an assistant superintendent, you must indicate the page and indicator number of the assistant superintendent's evaluation form on which the required components are evidenced.

Page/Location columns ask that the committee designates where in the plan the evidence for that indicator can be found. **The Assurances page can only serve as evidence that the board has approved the document.** The Location column asks for the exact spot on the designated page where the evidence is found.

| KRS 156.557 section | 704 KAR 3:345 section | Page Number in District Plan where Evidenced* <i>Lib/MS Counselor</i> Form Form | | C. Library and Counselor Evaluation forms include: |
|---------------------------|--------------------------------|---|-----------------------------|---|
| | 5 (1) | 52-56 | | 1. Specific descriptors or indicators that can be measured or observed and recorded |
| (2) | | | | 2. List of performance criteria for teachers and administrators: |
| (a) | | 55 | S:7 | a. Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results |
| (b) | | 53 | S:2 | b. Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research..., or school management skills based on validated managerial practices |
| (c) | | 52, 53 | S:1, S:3 | c. Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques |
| (d) | | 54 | S:5 | d. Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences |
| (e) | | 55 | S:6 | e. Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others |
| (f) | | 55 | S:7 | f. Performance of duties consistent with school, community goals and administrative regulations |
| (g) | | 56 | S:8 | g. Demonstration of use of resources, including technology |
| (h) | | 55 | S:7 | h. Demonstration of professional growth |
| (i) | | 55 | S:7 | i. Adherence to the professional code of ethics |
| (j) | | 52-563 | | j. Attainment of other established EPSB and ISLLC standards not included in above |
| (6) | | | | D. Appeals process that includes: |
| | 7 (1) | 75 | P: 1 | 1. Right to a hearing |
| | 7(2) | 75 | P: 2 | 2. Opportunity to review all documentation submitted by both parties reasonably in advance |
| | 7(3) | 75 | P: 1 3 rd bullet | 3. Right to presence of chosen representative |
| | 9 | 75 | P: 4 | 4. Opportunity to appeal to Kentucky Board of Education |

***Section C** must also be completed for any evaluation forms used in addition to teacher, Librarian/Media Specialist, counselor, or administrator forms. For example, if a specific form has been developed for use when evaluating an Assistant Superintendent, you must indicate the page and indicator number of the assistant superintendent's evaluation form on which the required components are evidenced.

Page/Location columns ask that the committee designates where in the plan the evidence for that indicator can be found. **The Assurances page can only serve as evidence that the board has approved the document.** The Location column asks for the exact spot on the designated page where the evidence is found.

| KRS 156.557 section | 704 KAR 3:345 section | Page Number in District Plan where Evidenced* | | C. Other Evaluation forms include: |
|---------------------------|--------------------------------|--|-----------------------------|---|
| | | Form | Form | |
| | 5 (1) | 37-41, 45-49, 59-61, | | 1. Specific descriptors or indicators that can be measured or observed and recorded |
| (2) | | | | 2. List of performance criteria for teachers and administrators: |
| (a) | | 39-S:5, 47-S1&:5, | 61-S:6 | a. Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results |
| (b) | | 37-S:1, 45-S:2 | 59-S:1 | b. Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research..., or school management skills based on validated managerial practices |
| (c) | | 38-S:3, 48-S:8 | 59-S:2 | c. Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques |
| (d) | | 39-S:6, 46-S:4 | 59-S:2 | d. Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences |
| (e) | | 39-S:6, 46-S:4 | 60-S:3 | e. Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others |
| (f) | | 39-S:6, 48-S:8 | 59-S:1 | f. Performance of duties consistent with school, community goals and administrative regulations |
| (g) | | 41-S:8, 49-S:10 | 61: S-5 | g. Demonstration of use of resources, including technology |
| (h) | | 39-S:5, 49-S:9 | 60:S-4 | h. Demonstration of professional growth |
| (i) | | 39-S:5, 48-S:7 | 60:S-4 | i. Adherence to the professional code of ethics |
| (j) | | 37-41, 45-49 | 59-61 | j. Attainment of other established EPSB and ISLLC standards not included in above |
| (6) | | | | D. Appeals process that includes: |
| | 7 (1) | 75 | P: 1 | 1. Right to a hearing |
| | 7(2) | 75 | P: 2 | 2. Opportunity to review all documentation submitted by both parties reasonably in advance |
| | 7(3) | 75 | P: 1 3 rd bullet | 3. Right to presence of chosen representative |
| | 9 | 75 | P: 4 | 5. Opportunity to appeal to Kentucky Board of Education |

***Section C** must also be completed for any evaluation forms used in addition to teacher, Librarian/Media Specialist, counselor, or administrator forms. For example, if a specific form has been developed for use when evaluating an Assistant Superintendent, you must indicate the page and indicator number of the assistant superintendent's evaluation form on which the required components are evidenced.

Page/Location columns ask that the committee designates where in the plan the evidence for that indicator can be found. **The Assurances page can only serve as evidence that the board has approved the document.** The Location column asks for the exact spot on the designated page where the evidence is found.

ASSURANCES

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Caverna Independent School District hereby assures the Commissioner of Education that:

An evaluation committee composed of an equal number of teachers and administrators developed this evaluation plan.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 9, 2010.

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

CODE OF ETHICS

704 KAR 20:680

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161:028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education.

Section 1. Certified personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

To Students

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

To Parents

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To the Education Profession

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2.

Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95.)
Attainment of other established EPSB standards not included in the plan. [704 KAR 3:345 7(2)]

GLOSSARY OF EVALUATION TERMS AND DEFINITIONS

(As applied to Kentucky's professional growth and certified personnel evaluation process)

Evaluation terms and definitions listed below include those presented in **KRS 156.557, 704 KAR 3:345, and KRS 160.345 (2) (c)**.

administrator: is any person who devotes the majority of his/her employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.

appeals: a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.

conference: a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.

corrective action plan: a plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation or when the evaluator needs to address a specific problem in the employee's performance. Specific assistance and activities are identified and progress monitored.

employee assistance team: a team established to assist the employee in meeting the district standards.

evaluatee: one whose behaviors and performances are being observed, examined, appraised, or critiqued.

evaluation: the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based upon predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products, or performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

evaluation committee: consists of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

evaluation plan: includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. The Kentucky Department of Education must approve both the plan and the procedures.

evaluation procedures: as well as the evaluation forms, must be designed to foster professional growth and to support individual personnel decisions.

evaluator: one who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested, and certified.

formative evaluation: a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee's professional growth and performance.

indicators: are measurable or observable behaviors and outcomes that demonstrate performance criteria.

job category: a group or class of positions with closely related functions such as: principal, coordinator, or director.

LEA: Local Education Agency

M: Met

monitoring: to supervise; to check systematically or to scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teacher's lesson plans, units of study, interactions with students, parents, and each other.)

NI: Needs Improvement

NM: Not Met

observation (formal): process of gathering information in the performance of duty based on predetermined criteria in the district evaluation plan within five (5) working days.

observation (informal): an observation whereby the evaluator enters the classroom unannounced to observed performance and is followed within five working days by a post-observation conference. Informal observations can take place at any time the employee is in the performance of his/her duties. These observations may be made as frequently as deemed necessary.

openly: with full knowledge of evaluatee.

other support staff: any certified staff other than teacher or administrator.

performance criteria: performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.

position: a professional role in the school district such as teacher, principal, and supervisor of instruction.

primary evaluator: the evaluator who is the employee's immediate supervisor

professional growth plan: a plan whereby the person being evaluated establishes goals for enrichment and development with the assistance of the evaluator. The individualized plan includes objectives, a plan for achieving the objectives, and a method for evaluating success. The individual professional growth plan shall be aligned with specific goals and objectives of the school improvement plan or district improvement plan. Reviewed annually, this plan is attached to the summative evaluation and placed in the individual's personnel file at the district office.

post conference: a meeting between the evaluator and the certified employee to provide feedback from the evaluator. The evaluator and the certified employee analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of an individual professional growth plan. The post conference shall be conducted within five (5) working days after an observation.

pre conference: a meeting between the evaluator and the certified personnel to discuss and plan the schedule, date, content, time, etc. of the formal observation(s).

standards of performance: acceptable qualitative or quantitative levels of specific job performances expected of effective certified personnel employees.

summative evaluation: the summary of, and conclusions from, all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.

teacher: any certified staff person who directly instructs students

STAGES OF DEVELOPMENT RELATED TO OUTCOMES AND PROFESSIONAL DEVELOPMENT

| <i>Stages of Professional Development</i> | <i>Desired Practitioner Outcomes for Training</i> | <i>Appropriate Teaching Strategies & Staff Development Processes for Maximum Growth</i> |
|---|--|---|
| Orientation/Awareness Stage (O/A) Practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program. | <input type="checkbox"/> Be able to describe the general characteristics of the program and the requirements for use. <input type="checkbox"/> Analyze role in the program based upon program characteristics and requirements and the program's demands on the user and the school. <input type="checkbox"/> Be able to identify the knowledge/skills needed for program implementation. | <input type="checkbox"/> Provide information on key concepts <input type="checkbox"/> Address personal concerns <input type="checkbox"/> Present exemplars and nonexemplars <input type="checkbox"/> Define competencies and requirements to implement program <input type="checkbox"/> Provide opportunities for exploration |
| Preparation/Application Stage(P/A) Practitioners develop the skills and processes to begin program implementation. | <input type="checkbox"/> Develop the knowledge and skills needed for initial implementation of the program <input type="checkbox"/> Identify the logistical requirement, necessary resources, and training for initial use of the programs <input type="checkbox"/> Analyze existing resources to determine resources which need to be ordered. <input type="checkbox"/> Organize activities, events, and resources for initial use of the program | <input type="checkbox"/> Model skills and processes <input type="checkbox"/> Simulate tasks and processes <input type="checkbox"/> Provide coaching and feedback <input type="checkbox"/> Observation of exemplary programs |
| Implementation/Management Stage (I/M) Practitioners learn to master the required tasks for implementation of the program in their workplace. | <input type="checkbox"/> Develop the knowledge and skills needed to organize and manage resources, activities, and events related to day-to-day use of program <input type="checkbox"/> Analyze own use of program with regard to problems of logistics, management, time, schedules, resources, and student reactions <input type="checkbox"/> Make appropriate adaptations and/or modifications in program needed to address local managerial and/or logistical issues. <input type="checkbox"/> Develop a knowledge of long term requirements for the use of the program | <input type="checkbox"/> Mentoring <input type="checkbox"/> Technical assistance <input type="checkbox"/> Coaching <input type="checkbox"/> Networking of resources <input type="checkbox"/> Visitations of successful programs in operation |
| Refinement/Impact Stage (R/I) Practitioners vary the use of practices to achieve maximum impact on student achievement. | <input type="checkbox"/> Analyze cognitive and affective effects of program on students <input type="checkbox"/> Develop immediate and long range plans which address possible needed changes in the program to enhance student outcomes | <input type="checkbox"/> Networking with consultants and other practitioners operating at the impact stage <input type="checkbox"/> Regional and national sharing conferences <input type="checkbox"/> Serving as training facilitators to other programs |

Caverna Independent School District Certified Evaluation PROCESS AND PROCEDURES

Based on the premise that all individuals are capable of improvement, evaluation in the Caverna Independent School District is a constructive, cooperative, continuous process designed for the improvement of the total educational program and staff for the benefit of all pupils.

A committee made up of three administrators and three teachers reviewed and revised the Professional Growth and Evaluation Plan for Certified Personnel.

This plan will be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Each certified employee below the level of superintendent shall be evaluated on the standards and performance criteria found herein by evaluators who have been trained, tested, and approved as evaluators by the Kentucky Department of Education through the initial training process. Each evaluator shall complete twelve hours of additional training every two years to continue approval as an evaluator. The district trains evaluators in the skills and knowledge needed for implementing the local evaluation plan. Evaluators shall use the forms (hard copy or electronic) adopted by the district and approved by the Kentucky Department of Education.

The superintendent's evaluation process will be developed and adopted by the Caverna Independent Board of Education.

The performance based teacher/administrator evaluation system includes two stages, formative and summative.

The formative stage will be a continuous cycle of gathering evaluation information based on the predetermined criteria in the district plan. All observations or monitoring, of performance of certified employees shall be conducted openly and with the full knowledge of the teacher or administrator. Information obtained during walk through observations can be used to contribute to formative evaluation information.

The summative stage includes a summary of the information gathered during the formative stage. All summative evaluations shall be written on the district evaluation form. A copy shall be provided to each person evaluated. The summative evaluation shall become a part of the official personnel record.

The employee's immediate supervisor shall be the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. Special teachers and itinerates will be evaluated by the designated evaluator of the home school. In the case that a teacher works in two or more schools in the district, the designated evaluators of the schools with conduct the summative evaluation together. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by the evaluator and the evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third part observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

PROCESS AND PROCEDURES, Continued

Monitoring and/or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The evaluation of a certified employee below the level of superintendent shall be in writing on an approved evaluation form and become a part of the official personnel record. The observations shall include documentation of information to be used in determining the performance of the evaluatee. The evaluation plan shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record. Each evaluatee shall receive a copy of the evaluation.

For non tenured certified employees there shall be a minimum of two (2) formal observations annually.

Tenured teachers shall be evaluated every three years or at the discretion of the supervisor. If the first observation of a tenured employee is unsatisfactory, at least one additional observation must be completed.

Administrators shall be evaluated annually. Certified staff holding an administrative role in the district (i.e., Director of Special Education, Instructional Supervisor, Principal, Assistant Principal, Assistant Superintendent) and holding administrative certification issued by the Kentucky Education Professional Standards Board shall be evaluated as an administrator. The Superintendent will be evaluated annually by the School Board.

The teacher and evaluator will complete a Pre-Observation form prior to the classroom observation visit as a means for the evaluator and evaluatee to discuss what is to be taught. A post-observation conference between the evaluator and the person evaluated shall occur within five working days following each formal classroom observation. These conferences will focus on formative data collected (including but not limited to lesson plans, student work samples, records or other appropriate materials), as well as, the Individual Professional Growth Plan (IPGP). Data will be transferred to district approved forms.

Informal observations will also be used as a part of the evaluative process and can occur at any time the evaluator observes the evaluatee in the performance of his/her duties. Data collected by the evaluator relevant to the evaluatee may also be utilized in the evaluation process.

The summative evaluation of the employee shall be conducted at the end of the evaluation cycle and includes all data collected during the formative phase. A summative conference will be held to discuss the performance indicated on the summative instrument. The employee shall be provided an opportunity for a written response by the evaluatee and a copy of the summative instrument. A copy of the summative evaluation and the Individual Professional Growth Plan will be forwarded to the district office.

Summative evaluations shall occur yearly for each non-tenured certified employee, every administrator, and any tenured employee whose observation results are unsatisfactory.

Summative evaluation shall occur a minimum of once every three-year period for each tenured teacher who has satisfactory observation results.

All certified staff will develop an Individual Professional Growth Plan, which is aligned with the goals and missions of the school/district/council. The Individual Growth Plan shall be reviewed annually to determine if it has been achieved or needs to be revised or continued. The employee has the responsibility

PROCESS AND PROCEDURES, Continued

for developing the plan with the assistance of the evaluator. The evaluation process developed for the superintendent by the Caverna Independent Board of Education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

It is the intent of the District that all certified employees meet the District's standards to continue their employment. In the case of non-tenured employees the evaluator should not recommend the employee for tenure unless the employee meets the District's standards in all categories. In the case of tenured certified employees it is expected that the employee shall meet the District's standards in all categories.

A Corrective Action Plan will be developed by the evaluator to address specific concerns in employee performance. This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or "does not-meet rating" on any one Standard or more from the Summative Evaluation. However, a Corrective Action Plan may be developed at any time the evaluator needs to address a specific concern in an employee's performance. Once the corrective action plan has been implemented, there will be more frequent monitoring by the evaluator and specific assistance provided to improve performance. When the concern has been corrected, the employee will move back into the Individual Professional Growth Plan Cycle.

If there is no improvement with a corrective action plan, the evaluator may choose to implement an Assistance Team to work specifically with the evaluatee in a non-evaluative role to provide additional help. Members of the Assistance Team will include the primary evaluator, the instructional supervisor, and a colleague who is knowledgeable of the content area of the employee requiring assistance. An employee who is assigned an Assistance Team shall be informed that if the standard is not met, the district may choose to terminate the employment of the teacher or administrator.

Any employee who feels that the summative evaluation by their evaluator is not an accurate assessment of his/her performance either by substance or procedure may file an appeal with the District Appeals Panel. The appropriate form for the request is available in this manual. The Appeals Process and Hearing Procedure is found in Caverna Independent School District Board Policy 03.18 and the corresponding procedures. The evaluatee has ten working days from the date of the summative conference to file a request for appeal.

SCHEDULE OF EVALUATION

1. No later than the end of the first month of reporting for employment, each employee will be provided a copy of the form on which the individual will be evaluated and the process and criteria discussed.
2. Non-tenured teachers will be evaluated annually.
3. Non-tenured personnel will receive at least two formal observations annually. The first observation will be before November 15 and the last observation before March 15.
4. Tenured personnel, other than administrators, will be evaluated every three years or at the discretion of the supervisor.
5. All certified personnel may request an additional observation by a third party. This request must be in writing to the employee's direct supervisor by **February 15th**.
6. Written evaluation of all non-tenured personnel will be submitted to the Central Office not later than April 1 of each year. Evaluations for all tenured personnel will be submitted to the Central Office not later than May 1 of each year.
7. In the event that the first observation of a tenured employee is unsatisfactory, at least one additional observation must be completed.
8. All administrators will be evaluated annually.
9. The superintendent will be evaluated annually by the school board.
10. All certified personnel will complete or review their growth plan annually. The individual growth plan will be aligned with the school improvement and professional development plans. The employee's immediate supervisor will be responsible for the evaluation of this growth plan.
11. A copy of the evaluation will be provided to the evaluatee.
12. The evaluatee has 5 working days to give a written response to the evaluation if so desired.

EVALUATORS

| <u>Job Title</u> | <u>Evaluator</u> | <u>Forms</u> |
|---------------------|-------------------------------|--|
| Teacher | Principal | Formative/Summative Teacher Form |
| Counselor | Principal(s) | Formative/Summative Counselor Form |
| Library Media | Principal(s) | Formative/Summative Media Specialist |
| School Psychologist | Director of Special Education | Formative/Summative Psychologist Form |
| Assistant Principal | Principal(s) | Formative/Summative Administrator Form |
| Administrators | Superintendent | Formative/Summative Administrator Form |

Administrators To Be Evaluated by the Superintendent Include:

- Principals
- Director of Pupil Personnel
- Director of Special Education
- Instructional Supervisor
- Family Resource Coordinator

(Positions which do not require a Kentucky teaching or administrative certification will be evaluated using a classified evaluation form.)

☐ Initial
☐ Addendum

**Caverna Independent School District
 Individual Professional Growth Plan**

Name: _____

Date: _____

School: _____

School Year: _____

1. Based upon the review of the most current achievement data on the students you serve, identify & explain the areas of greatest concern to you:

2. Utilizing the chart below, develop your personal professional growth plan that can positively impact/improve (1) your identified concerns and (2) growth areas identified through the evaluation process.

Identified School/District Improvement Plan Goal and/or Objective:

| Present Professional Development Stage* | Performance Area(s) / Standard(s) | Growth Goal(s) and/or Objective | Procedures and Activities for achieving Goal(s) and/or Objective(s) | Expected Impact on Student Learning | Target Dates for Completion / Review |
|--|--|--|--|--|---|
| | | | | | |

*Orientation/Awareness; Preparation/Application; Implementation/Management; Refinement/Impact Stage

Employee's Comments:

Supervisor's Comments:

| | | | |
|--|-------|---|-------|
| Individual Growth Plan Developed: | | Annual Review: <input type="checkbox"/> Achieved <input type="checkbox"/> Revised <input type="checkbox"/> Continued | |
| Employee's Signature: | Date: | Employee's Signature: | Date: |
| Supervisor's Signature: | Date: | Supervisor's Signature: | Date: |

Instructions for Completing the Individual Professional Growth Plan

This plan is to be completed by the employee with assistance from the immediate supervisor completing the evaluation.

1. Needs Assessment

The professional growth plan should align with the Comprehensive School Improvement Plan or other evaluation data. Determine the reason for the identified need for developing the plan.

2. Growth Objectives (Goals)

Identify the specific goal(s) and objective(s) you plan to develop.

Example: -to incorporate measurable performance –based assessment in school curriculum

-to utilize computer software/technologies for routine administrative functions

(It is also appropriate to review your evaluation for any identified professional growth needs.)

3. Present Professional Development Stage

Select one which matches your personal stage of growth:

O = Orientation/ Awareness

A = Preparation/ Applications

I = Implementation/Management

R = Refinement/Impact

4. Procedures and Activities for Achieving Goal(s) and Objective(s)

List the specific activities you plan to do in order to meet your goal(s) and objective(s). For example: attending specific staff development; participation in effective instructional leadership programs; soliciting input from a peer/colleague who has mastered the goal or objective; enrolling in a seminar; collaboration with other support personnel, etc.

5. Additional Support

List any additional support you may need to assist you in achieving your goals.

6. Expected Impact

How do you expect your activities to impact your job performance.

7. Target Dates for Completion

Identify the date you plan to accomplish your goal/objective.

Kentucky Teacher Standards

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

1.1 Communicates concepts, processes, and knowledge.

| Initial-Level of Performance | Advanced-Level of Performance |
|---|---|
| Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students. | Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students. |

1.2 Connects content to life experiences of student.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|---|
| Effectively connects most content, procedures and activities with relevant life experiences of students. | Effectively connects content to students' life experiences including when appropriate, prior learning in the content area or other content areas. |

1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.

| Initial-Level of Performance | Advanced-Level of Performance |
|---|---|
| Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning. | Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students. |

1.4 Guides students to understand content from various perspectives.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|--|
| Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding. | Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives. |

1.5 Identifies and addresses students' misconceptions of content.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|---|
| Identifies misconceptions related to content and addresses them during planning and instruction. | Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices. |

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1 Develops significant objectives aligned with standards.

| Initial-Level of Performance | Advanced-Level of Performance |
|---|--|
| States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards. | Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities. |

2.2 Uses contextual data to design instruction relevant to students.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|--|
| Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data. | Plans and designs instruction that is based on significant contextual and pre-assessment data. |

2.3 Plans assessments to guide instruction and measure learning objectives.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|--|
| Prepares assessments that measure student performance on each objective and help guide teaching. | Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results. |

2.4 Plans instructional strategies and activities that address learning objectives for all students.

| | |
|---|--|
| Aligns instructional strategies and activities with learning objectives for all students. | Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives. |
|---|--|

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|---|
| Plans instructional strategies that include several levels of learning that require higher order thinking. | Plans a learning sequence using strategies and activities that foster the development of higher-order thinking. |

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1 Communicates high expectations.

| Initial-Level of Performance | Advanced-Level of Performance |
|---|---|
| Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives. | Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations. |

3.2 Establishes a positive learning environment.

| Initial-Level of Performance | Advanced-Level of Performance |
|---|---|
| Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students. | Maintains a fair, respectful, and productive classroom environment conducive to learning. |

3.3 Values and supports student diversity and addresses individual needs.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|---|
| Uses a variety of strategies and methods to supports student diversity by addressing individual needs. | Consistently uses appropriate and responsive instructional strategies that address the needs of all students. |

3.4 Fosters mutual respect between teacher and students and among students.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|--|
| Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern. | Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern. |

3.5 Provides a safe environment for learning.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|--|
| Creates a classroom environment that is both emotionally and physically safe for all students. | Maintains a classroom environment that is both emotionally and physically safe for all students. |

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/ manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.**Initial-Level of Performance**

Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.

Advanced-Level of Performance

Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.

4.2 Implements instruction based on diverse student needs and assessment data.**Initial-Level of Performance**

Implements instruction based on contextual information and assessment data.

Advanced-Level of Performance

Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.

4.3 Uses time effectively.**Initial-Level of Performance**

Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.

Advanced-Level of Performance

Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.

4.4 Uses space and materials effectively.**Initial-Level of Performance**

Uses classroom space and materials effectively to facilitate student learning.

Advanced-Level of Performance

Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.

4.5 Implements and manages instruction in ways that facilitate higher order thinking.**Initial-Level of Performance**

Instruction provides opportunity to promote higher-order thinking.

Advanced-Level of Performance

Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

| | |
|---|---|
| STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS The teacher assesses and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. | |
| 5.1 Uses pre-assessments. | |
| Initial-Level of Performance | Advanced-Level of Performance |
| Uses a variety of pre-assessments to establish baseline knowledge and skills for all students. | Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students. |
| 5.2 Uses formative assessments. | |
| Initial-Level of Performance | Advanced-Level of Performance |
| Uses a variety of formative assessments to determine each student's progress and guide instruction. | Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students. |
| 5.3 Uses summative assessments. | |
| Initial-Level of Performance | Advanced-Level of Performance |
| Uses a variety of summative assessments to measure student achievement. | Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement. |
| 5.4 Describes, analyzes,, and evaluates student performance data. | |
| Initial-Level of Performance | Advanced-Level of Performance |
| Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups. | Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice. |
| 5.5 Communicates learning results to students and parents. | |
| Initial-Level of Performance | Advanced-Level of Performance |
| Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives. | Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions. |
| 5.6 Allows opportunity for student self-assessment. | |
| Initial-Level of Performance | Advanced-Level of Performance |
| Promotes opportunities for students to engage in accurate self-assessment of learning. | Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning. |

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses available technology to design and plan instruction.

| Initial-Level of Performance | Advanced-Level of Performance |
|---|--|
| Uses technology to design and plan instruction. | Uses appropriate technology to design and plan instruction that supports and extends learning of all students. |

6.2 Uses available technology to implement instruction that facilitates.

| Initial-Level of Performance | Advanced-Level of Performance |
|---|---|
| Uses technology to implement instruction that facilitates student learning. | Designs and implements research-based, technology-infused instructional strategies to support learning of all students. |

6.3 Integrates student use of available technology into instruction.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|---|
| Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs. | Provides varied and authentic opportunities for all students to use appropriate technology to further their learning. |

6.4 Uses available technology to assess and communicate student learning.

| Initial-Level of Performance | Advanced-Level of Performance |
|---|--|
| Uses technology to assess and communicate student learning. | Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders. |

6.5 Demonstrates ethical and legal use of technology.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|---|
| Ensures that personal use and student use of technology are ethical and legal. | Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology. |

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations.

7.1 Uses data to reflect on and evaluate student learning.

| Initial-Level of Performance | Advanced-Level of Performance |
|---|--|
| Reflects on and accurately evaluates student learning using appropriate data. | Uses formative and summative performance data to determine the learning needs of all students. |

7.2 Uses data to reflect on and evaluate instructional practice.

| Initial-Level of Performance | Advanced-Level of Performance |
|---|--|
| Reflects on and accurately evaluates instructional practice using appropriate data. | Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching. |

7.3 Uses data to reflect on and identify areas for professional growth.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|--|
| Identifies areas for professional growth using appropriate data. | Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth. |

STANDARD 8: COLLABORATES WITH COLLEAGUES/ PARENTS/ OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Identifies students whose learning could be enhanced by collaboration.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|--|
| Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale. | Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration. |

8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.

| Initial-Level of Performance | Advanced-Level of Performance |
|---|---|
| Designs a plan to enhance student learning that includes all parties in the collaborative effort. | Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning. |

8.3 Implements planned activities that enhance student learning and engage all parties.

| Initial-Level of Performance | Advanced-Level of Performance |
|---|--|
| Implements planned activities that enhance student learning and engage all parties. | Explains how the collaboration to enhance student learning has been implemented. |

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

| Initial-Level of Performance | Advanced-Level of Performance |
|---|---|
| Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps. | Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps. |

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1 Self assesses performance relative to Kentucky's Teacher Standards.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|--|
| Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards. | Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives. |

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|--|
| Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues. | Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth. |

9.3 Designs a professional growth plan that addresses identified priorities.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|--|
| Designs a clear, logical professional growth plan that addresses all priority areas. | Designs a clear, logical professional growth plan that addresses all priority areas. |

9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|---|
| Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning. | Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning. |

STANDARD 10: PROVIDES LEADERSHIP

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|--|
| Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required. | Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment. |

10.2 Develops a plan for engaging in leadership activities.

| Initial-Level of Performance | Advanced-Level of Performance |
|---|---|
| Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed. | Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact. |

10.3 Implements a plan for engaging in leadership activities.

| Initial-Level of Performance | Advanced-Level of Performance |
|--|--|
| Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed. | Effectively implements the leadership work plan. |

10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

| Initial-Level of Performance | Advanced-Level of Performance |
|---|---|
| Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts. | Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning. |

**CAVERNA INDEPENDENT
PRE-OBSERVATION FORM FOR CLASSROOM OBSERVATION**

*Must be completed and reviewed with the principal at least one day prior to observation.

| | | |
|--------------|------------------------|-------------|
| | | |
| Educator | Date of Pre-Conference | School |
| | | |
| Subject Area | Period/Time | Grade/Level |

Standard/Performance Area from your Professional Growth Plan:

List any Technology Standards that would apply directly or indirectly to this lesson:

Major Lesson Content of Unit Study:_____

Total # of students in class _____ # of Students with IEP's/504 _____ # of Students identified GT _____
Years of Experience _____

Pre-Observation Worksheet

1. What are the lesson objectives (Core Content)?

2. Describe the teaching/learning activities that will take place.

3. How will you assess the students' learning?

4. What research-based strategies will be used?

5. Is this experience review or new learning?

6. List any specific teaching behaviors you would like monitored:

7. Are there any special circumstances of which the evaluator should be aware?

Evaluatee's Signature

Date

Evaluator's Signature

Date

(Signatures imply the content of this document has been discussed.)

Caverna Independent School District Teacher Formative Evaluation Instrument

(This analysis document is the summary of data collected during the formative evaluation process and includes data gathered during: observations, walk through data, professional development activities, portfolio entries, units of study, etc.)

Evaluatee _____ Content Area _____ Grade _____

Evaluator _____ Date _____

Classroom Observation Information:

Date _____ Time/Period _____ Unit of Study/Lesson _____

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE ☐M ☐NI ☐NM

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

- 1.1 Communicates concepts, processes, and knowledge.
- 1.2 Connects content to life experiences of student.
- 1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
- 1.4 Guides students to understand content from various perspectives.
- 1.5 Identifies and addresses students' misconceptions of content.

Supporting Evidence:

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION ☐M ☐NI ☐NM

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 2.1 Develops significant objectives aligned with standards.
- 2.2 Uses contextual data to design instruction relevant to students.
- 2.3 Plans assessments to guide instruction and measure learning objectives.
- 2.4 Plans instructional strategies and activities that address learning objectives for all students.
- 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

Supporting Evidence:

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE ☐M ☐NI ☐NM

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 3.1 Communicates high expectations.
- 3.2 Establishes a positive learning environment.
- 3.3 Values and supports student diversity and addresses individual needs.
- 3.4 Fosters mutual respect between teacher and students and among students.
- 3.5 Provides a safe environment for learning.

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

**Caverna Independent School District
Teacher Formative Evaluation Instrument**

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION ☐M ☐NI ☐NM

The teacher introduces/implements/manages instruction that develops students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.

4.2 Implements instruction based on diverse student needs and assessment data.

4.3 Uses time effectively.

4.4 Uses space and materials effectively.

4.5 Implements and manages instruction in ways that facilitate higher order thinking.

Supporting Evidence:

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY ☐ M ☐NI ☐NM

The teacher uses technology to support instruction; accesses and manipulates data; enhances professional growth and productivity, conduct research and communicates and collaborates with colleagues, parents, and the community.

6.1 Uses available technology to design and plan instruction.

6.2 Uses available technology to implement instruction that facilitates student learning.

6.3 Integrates student use of available technology into instruction.

6.4 Uses available technology to assess and communicate student learning.

6.5 Demonstrates ethical and legal use of technology.

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

**Caverna Independent School District
Teacher Formative Evaluation Instrument**

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS ☐M ☐NI ☐NM

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 5.1 Uses pre-assessments.
- 5.2 Uses formative assessments.
- 5.3 Uses summative assessments.
- 5.4 Describes, analyzes, and evaluates student performance data.
- 5.5 Communicates learning results to students and parents.
- 5.6 Allows opportunity for student self-assessment.

Supporting Evidence:

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING ☐M ☐NI ☐NM

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

- 7.1 Uses data to reflect on and evaluate student learning.
- 7.2 Uses data to reflect on and evaluate instructional practice.
- 7.3 Uses data to reflect on and identify areas for professional growth.

Supporting Evidence:

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS ☐M ☐NI ☐NM

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 8.1 Identifies students whose learning could be enhanced by collaboration.
- 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
- 8.3 Implements planned activities that enhance student learning and engage all parties.
- 8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

**Caverna Independent School District
Teacher Formative Evaluation Instrument**

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT ☐M ☐NI ☐NM

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1 Self assesses performance relative to Kentucky's Teacher Standards.

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

9.3 Designs a professional growth plan that addresses identified priorities.

9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

Supporting Evidence:

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION ☐M ☐NI ☐NM

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

10.2 Develops a plan for engaging in leadership activities.

10.3 Implements a plan for engaging in leadership activities.

10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

10.5 Performs responsibilities related to assignment, including attendance and punctuality and evaluating results.

10.6 Performs duties consistent with school , community goals and administrative regulations.

10.7 Adheres to the Professional Code of Ethics.

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

**Caverna Independent School District
Teacher Formative Evaluation Instrument**

Effective Behaviors:

Suggested Improvements:

Evaluatee Comments:

This observation/formative data collection summary was discussed in a conference between the evaluator and evaluatee on

Evaluatee's Signature

Date

Evaluator's Signature
M = Met

NI = Needs Improvement

Date

NM = Not Met

Caverna Independent School District
POST FORMATIVE OBSERVATION CONFERENCE

Evaluatee: _____

Evaluator: _____

Date of Observation: _____

Date of Conference: _____

How will you use your students' performance today as you envision the next step for these students in learning? _____

If you were to teach this lesson again to these students, what changes would you make? _____

As you reflect over this lesson, what ideas or insights are you discovering about your teaching? _____

Signature of Evaluatee _____ Date _____

Signature of Evaluator _____ Date _____

CAVERNA INDEPENDENT SCHOOL DISTRICT SUMMATIVE EVALUATION FOR TEACHERS

This summarizes all the evaluation data including formative data, products, and performances, portfolio materials, professional development activities, work samples, reports developed, and other documentation.

Evaluated _____ Content Area/Grade _____

Evaluator _____ Date _____ School/Work Site _____

Teacher Standards:

| | Met | *Does Not Meet |
|---|--------------------------|--------------------------|
| 1. THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. THE TEACHER DESIGNS AND PLANS INSTRUCTION | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. REFLECTS ON AND EVALUATES TEACHING AND LEARNING | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION | <input type="checkbox"/> | <input type="checkbox"/> |

OVERALL RATING

☐
☐

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked:

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed.

Evaluatee:

- ☐ Agree with this summative evaluation
☐ Disagree with this summative evaluation

Evaluatee Signature

Date

Evaluator Signature

Date

*Opportunities for appeal processes at both the local and state levels are a part of the Caverna Independent Professional Growth and Evaluation Plan. **Certified employees must make their appeals to this summative evaluation within the time frames, mandated in KRS 156.557 and the Caverna Independent Board of Education Policy 03.18.***

***Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan.**

Revised June, 2010

Caverna Independent School District

Preschool/IECE Teacher Formative Evaluation Instrument

This analysis document is the summary of data collected during the formative evaluation process and includes data gathered during: observations, walk through data, professional development activities, portfolio entries, units of study, etc.)

| | | |
|-----------|--------------|-------|
| Evaluatee | Content Area | Grade |
|-----------|--------------|-------|

| | |
|-----------|------|
| Evaluator | Date |
|-----------|------|

Classroom Observation Information:

| | | |
|------|-------------|----------------------|
| Date | Time/Period | Unit of Study/Lesson |
|------|-------------|----------------------|

STANDARD 1: DESIGNS/PLANS INSTRUCTION

☐M ☐NI ☐NM

The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities

- 1.1 Designs developmentally appropriate, comprehensive curriculum and instruction aligned with Kentucky Learner Goals
- 1.2 Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences
- 1.3 Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities
- 1.4 Plans for the effective involvement of team members including assistants, staff, and volunteers across learning environments
- 1.5 Incorporates knowledge of multiple disciplines and strategies from team members
- 1.6 Incorporates family strengths and resources, priorities, and concerns to plan experiences and instruction (e.g., lesson plans, IFSPs, IEPs, and transition plans) .

Supporting Evidence:

STANDARD 2: CREATES/MAINTAINS ENVIRONMENTS

☐M ☐NI ☐NM

The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

- 2.1 Creates the physical, social, and temporal environment to engage children and maximize learning aligned with Kentucky Learner Goals
- 2.2 Creates and maintains developmentally and individually appropriate activity-based learning environments
- 2.3 Maintains a healthy and safe environment
- 2.4 Provides developmentally and individually appropriate indoor and outdoor environments
- 2.5 Creates environments that recognize and value diversity as a strength in children and families
- 2.6 Adapts environments to support children with special needs and disabilities
- 2.7 Creates, evaluates, and selects technology, materials, and media to enhance the learning environment
- 2.8 Facilitates positive interaction between children and adults
- 2.9 Uses positive guidance techniques to foster children's self-regulation
- 2.10 Uses responsive techniques to nurture appropriate social interaction and social competence
- 2.11 Functions within legal, ethical, and professional guidelines
- 2.12 Applies adult learning principles in supervising and training adults

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

Caverna Independent School District
Preschool/IECE Teacher Formative Evaluation Instrument

STANDARD 3: IMPLEMENTS INSTRUCTION

☐M ☐NI ☐NM

The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

3.1 Facilitates children's acquisition and integration of behavior, skills, and concepts to support learning aligned with Kentucky Learner Goals

3.2 Implements developmentally appropriate individual and group activities in indoor and outdoor environments

3.3 Encourages children's active involvement in a variety of structured and unstructured learning activities

3.4 Uses instructional strategies that meet the unique needs of each child

3.5 Implements family-centered activities that reflect the family's resources, priorities, and concerns

3.6 Provides learning experiences that support and expand the cultural knowledge and behavior of each child

3.7 Provides guidance, learning cues, and positive feedback to children

3.8 Manages antecedent and consequent conditions to foster self-management behaviors

Supporting Evidence:

STANDARD 4: ASSESSES & COMMUNICATES LEARNING RESULTS ☐M ☐NI ☐NM

The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

4.1 Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs

4.2 Selects, creates, adapts, and uses multiple modes and methods of assessments which are sensitive to the unique cultural and learning needs of the child

4.3 Actively involves families and other team members in the assessment process

4.4 Systematically collects, organizes, and records ongoing assessment data to monitor child progress

4.5 Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP

4.6 Effectively communicates assessment results and ongoing child progress with families and other team members in everyday language, including native language and communicative mode

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

Caverna Independent School District
Preschool/IECE Teacher Formative Evaluation Instrument

STANDARD 5: REFLECTS/EVALUATES PROFESSIONAL PRACTICE ☐ M ☐ NI ☐ NM

The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

5.1 Engages in ongoing self-reflection to improve professional practices

5.2 Communicates strengths and areas for growth in professional practices as a result of self-reflection

5.3 Applies professional ethics, practices and legal mandates in early childhood settings

5.4 Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments

5.5 Participates in program evaluation efforts to improve child learning and development

5.6 Identifies the professional development needs of assistants, staff and volunteers and provides support to improve each person's performance

5.7 Performs responsibilities related to assignment including attendance, punctuality

5.8 Adheres to the Professional Code of Ethics

Supporting Evidence:

STANDARD 6: COLLABORATES WITH COLLEAGUES/FAMILIES/OTHERS ☐ M ☐ NI ☐ NM

The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

6.1 Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings

6.2 Seeks and encourages the participation of families as partners in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for the child

6.3 Consults and collaborates with team members to promote the child's development, share information, make decisions, implement, and evaluate program plans for the child

6.4 Seeks advice and collaborates with community members and agencies to provide resources, promote child development, and increase learning in early childhood settings

6.5 Articulates the individual outcomes and unique needs for each child to assistants, staff, and volunteers

6.6 Provides ongoing constructive feedback to team members about professional practices

6.7 Collaborates with families and other team members to support successful transition to next setting

6.8 Performs duties consistent with school, community goals and administrative regulations

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

**Caverna Independent School District
Preschool/IECE Teacher Formative Evaluation Instrument**

STANDARD 7: ENGAGES IN PROFESSIONAL DEVELOPMENT

☐M ☐NI ☐NM

The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

7.1 Engages in ongoing critical analysis and reflective thinking to assess one's own performance and identify areas for growth

7.2 Develops a professional growth plan

7.3 Documents professional growth and performance

7.4 Demonstrates professional growth through identification with and active participation in professional organizations

7.5 Critically reviews and applies research and recommended practices

7.6 Seeks support and expertise of others to improve professional practice

7.7 Acquires and integrates information from a variety of resources to expand personal knowledge of child development, interdisciplinary practices, diversity, and family-centered services

Supporting Evidence:

STANDARD 8: SUPPORTS FAMILIES

☐M ☐NI ☐NM

The IECE educator supports families through family-centered services that promote independence and self-determination.

8.1 Assists families in articulating resources, priorities, and concerns

8.2 Demonstrates sensitivity to characteristics of each child's family and community and shows respect for cultural preferences and socioeconomic influences

8.3 Implements a continuum of family-centered services which support child development

8.4 Informs families of program objectives, procedures, and legal rights

8.5 Applies adult learning principles to parent education activities

8.6 Promotes family participation in adult education opportunities and school and community activities

8.7 Demonstrates knowledge of family structure, style, and stages of family and adult development

8.8 Communicates with families and other team members in everyday language including their native language and communicative mode, using interpreters if appropriate

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

**Caverna Independent School District
Preschool/IECE Teacher Formative Evaluation Instrument**

STANDARD 9: DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY ☐M ☐NI ☐NM

The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.:

- 9.1 Operates a multimedia computer and peripherals to install and use a variety of software
- 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication
- 9.3 Demonstrates knowledge of the use of technology in business, industry, and society
- 9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations
- 9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras
- 9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction
- 9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance-learning applications to enhance professional productivity and support instruction
- 9.8 Requests and uses appropriate assistive and adaptive devices for children with special needs
- 9.9 Designs lessons that use technology to address diverse needs and learning styles of children
- 9.10 Practices equitable and legal use of computers and technology in professional activities
- 9.11 Facilitates the lifelong learning of self and others through the use of technology
- 9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation
- 9.13 Applies research-based instructional practices that use computers and other technology
- 9.14 Uses computers and other technology for individual, small group, and large group learning activities
- 9.15 Uses technology to support multiple assessments of children's learning
- 9.16 Instructs and supervises children in the ethical and legal use of technology

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

**Caverna Independent School District
Preschool/IECE Teacher Formative Evaluation Instrument**

Effective Behaviors:

Suggested Improvements:

Evaluatee Comments:

This observation/formative data collection summary was discussed in a conference between the evaluator and evaluatee on

Evaluatee's Signature

Date

Evaluator's Signature
M = Met

Date
NI = Needs Improvement

NM = Not Met

POST FORMATIVE OBSERVATION CONFERENCE

Evaluatee: _____

Evaluator: _____

Date of Observation: _____

Date of Conference: _____

How will you use your students' performance today as you envision the next step for these students in learning? _____

If you were to teach this lesson again to these students, what changes would you make? _____

As you reflect over this lesson, what ideas or insights are you discovering about your teaching? _____

Date to review your Professional File _____

Signature of Evaluatee _____ Date _____

Signature of Evaluator _____ Date _____

CAVERNA INDEPENDENT SCHOOL DISTRICT SUMMATIVE EVALUATION FOR PRESCHOOL/IECE TEACHERS

This summarizes all the evaluation data including formative data, products, and performances, portfolio materials, professional development activities, work samples, reports developed, and other documentation.

Evaluatee _____ Content Area/Grade _____

Evaluator _____ Date _____ School/Work Site _____

Teacher Standards:

| | Met | *Does Not Meet |
|---|--------------------------|--------------------------|
| 1. DESIGNS/PLANS INSTRUCTION | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. CREATES/MAINTAINS ENVIRONMENTS | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. IMPLEMENTS INSTRUCTION | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. ASSESSES & COMMUNICATES LEARNING RESULTS | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. REFLECTS/EVALUATES PROFESSIONAL PRACTICES | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. COLLABORATES WITH COLLEAGUES/FAMILIES/OTHERS | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. ENGAGES IN PROFESSIONAL DEVELOPMENT | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. SUPPORTS FAMILIES | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY | <input type="checkbox"/> | <input type="checkbox"/> |

OVERALL RATING

☐
☐

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked:

☐1
 ☐2
 ☐3
 ☐4
 ☐5
 ☐6
 ☐7
 ☐8
 ☐9

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed.

Evaluatee:

- ☐ Agree with this summative evaluation
☐ Disagree with this summative evaluation

Evaluatee Signature

Date

Evaluator Signature

Date

Opportunities for appeal processes at both the local and state levels are a part of the Caverna Independent Professional Growth and Evaluation Plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in KRS 156.557 and the Caverna Independent Board of Education Policy 03.18.

***Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan.**

Revised June 2010

Caverna Independent School District
Formative Evaluation Instrument-Guidance Counselor

This analysis document is the summary of data collected during the formative evaluation process and includes data gathered during: observations, walk through data, professional development activities, portfolio entries, units of study, etc.)

| | | |
|-----------|--------------|-------|
| Evaluatee | Content Area | Grade |
|-----------|--------------|-------|

| | | |
|-----------|------|--|
| Evaluator | Date | |
|-----------|------|--|

Classroom Observation Information:

| | | |
|------|-------------|----------------------|
| Date | Time/Period | Unit of Study/Lesson |
|------|-------------|----------------------|

STANDARD 1: Program Management, Research, and Evaluation

☐M ☐NI ☐NM

Develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling

1.1 Defines needs and priorities.

1.2 Determines objectives.

1.3 Communicates with stakeholders, including school councils, about the design, importance, and effectiveness of the program.

1.4 Organizes personnel, physical resources and activities to accomplish needs, priorities, and objectives specified in school plans.

1.5 Evaluates the program to assure its contribution to the schools mission and goals.

1.6 Includes appropriate uses of media and technologies as referenced by Kentucky Teacher Standards.

1.7 Makes efficient use of physical and human resources and time.

Supporting Evidence:

STANDARD 2: Developmental Guidance Curriculum

☐M ☐NI ☐NM

Provides a developmental, preventive, guidance program within the school

2.1 Assesses the developmental need of students

2.2 Addresses academic expectations and school-to-work initiatives

2.3 Prepares students for successful transitions

2.4 Evaluates the results of the curriculum's impact

2.5 Modifies the curriculum as needed to continually meet the needs of students

2.6 Guides individuals and groups of students through the development of educational and career plans

2.7 Provides guidance for maximizing personal growth and development

2.8 Teaches the school developmental guidance curriculum

2.9 Assists teachers in the teaching of the guidance curriculum

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

**Caverna Independent School District
Formative Evaluation Instrument- Guidance Counselor**

STANDARD 3: Individual/Small Group Counseling

☐M ☐NI ☐NM

Uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

3.1 Provide a safe, confidential setting in which students present their needs and concerns

3.2 Promotes wellness

3.3 Responds to crises

3.4 Communicates empathy and understanding

3.5 Utilizes a broad range of techniques and accepted theories appropriate to school counseling

3.6 Utilizes assessment tools, individual planning skills, and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers)

3.7 Intervenes in problem/conflict situations and conducts follow-up sessions

Supporting Evidence:

STANDARD 4: Consultation/Collaboration

☐ M ☐NI ☐NM

Functions in a cooperative process to assist others to effectively meet the needs of students

4.1 Consults with parents, faculty, staff, administrators, and others to enhance their work with students

4.2 Interprets relevant information concerning the developmental need of students

4.3 Reduces barriers to student learning through direct referred services

4.4 Facilitates new student integration into the school environment

4.5 Works with teachers to provide support for students in crisis situation

4.6 Interacts with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.

4.7 Facilitates successful communication between and among teachers/parents and teacher/students

4.8 Works with teachers and administrators relevant to behavior management to promote and support intervention strategies, using management techniques that are fair and respect diversity and individual difference

4.9 Consults with external community and professional resources

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

**Caverna Independent School District
Formative Evaluation Instrument- Guidance Counselor**

STANDARD 5: Coordination

☐M ☐NI ☐NM

Functions as a coordinator in bringing together people and resources in the school, the community, and the district for the fullest academic, career, personal, and social development of the students.

5.1 Coordinates with school and community personnel, including school councils, to provide resources for students

5.2 Uses an effective referral process for assisting students and others to use special programs and services

5.3 Identifies community agencies for referral of students

5.4 Maintains cooperative working relationships with community resources

5.5 Facilitates successful transition from one level of education to the next (i.e., elementary to middle)

Supporting Evidence:

STANDARD 6: ASSESSMENT

☐M ☐NI ☐NM

Collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitude, achievements, and interests.

6.1 Participates in the planning and evaluation of the district/school testing program

6.2 Assesses, interprets, and communicates learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments, and learning styles

6.3 Collaborates with staff concerning assessment of special needs students

6.4 Uses assessment results and other sources of student data in formulating student career/graduation plans

6.5 Coordinates student's records to ensure the confidentiality of assessment data

6.6 Provides orientation sessions for faculty, students, and parents regarding the assessment program

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

**Caverna Independent School District
Formative Evaluation Instrument- Guidance Counselor**

STANDARD 7: Adheres to Professional Standard

☐M ☐NI ☐NM

Acts within legal and within ethical guidelines to accomplish educational purposes.

7.1 Adheres to professional Code of Ethics of the American Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board

7.2 Adheres to federal/state laws and regulations related to education and child protection

7.3 Accepts responsibility for on-going professional development

7.4 Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action

7.5 Is knowledgeable of the position statements of the American School Counselor Association

7.6 Identifies activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession

Supporting Evidence:

STANDARD 8: Demonstrates Professional Leadership

☐M ☐NI ☐NM

Provides professional leadership within the school, community, and education profession to improve student learning and well being.

8.1 Builds positive relationships within and between school and community

8.2 Promotes leadership potential in colleagues

8.3 Participates in professional organization and activities

8.4 Writes and speaks effectively

8.5 Guides the development of curriculum and instructional materials

8.6 Participates in policy design and development at the local school, within professional organization, and/or within community organizations with educationally related activities

8.7 Initiates and develops educational projects and programs

8.8 Practices effective listening, conflict resolution, and group facilitation skills as a team member

8.9 Presents programs in a manner that reflects sensitivity to a multicultural and global perspective

8.10 Writes for publication, presents at conferences, and provides professional development

8.11 Works with colleagues to administer an effective learning climate within the school

8.12 Performs duties consistent with the goals for Kentucky students and the mission of the school, local community, Laws and administrative regulations.

8.13 Demonstrates punctuality and good attendance for all duties.

8.14 Works with colleagues to administer an effective learning climate within the school

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not

**Caverna Independent School District
Formative Evaluation Instrument- Guidance Counselor**

STANDARD 9: Engages in Professional Development

☐M ☐NI ☐NM

Evaluates his or her overall performance in relation to Kentucky's learning goals and implements a professional development plan.

9.1 Establishes priorities for professional growth

9.2 Analyzes student performance to help identify professional development needs

9.3 Solicits input from others in the creation of individual professional development needs

9.4 Implements knowledge and skills acquired through on-going professional development

9.5 Modifies own professional development plan to improve performance and to promote student learning

Supporting Evidence:

STANDARD 10: Demonstrates Implementation of Technology

☐M ☐NI ☐NM

A counselor uses technology to support the school's instructional program; assess and manipulate data; enhance professional growth and productivity, communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.

10.1 Operates a multimedia computer and peripherals to use a variety of software.

10.2 Uses terminology related to computers and technology appropriately in written and verbal communication (e.g. SBDM minutes, newsletters, e-mail responses).

10.3 Demonstrates knowledge of the use of technology in business, industry, and society (e.g., Power-point presentations, budget spreadsheets, use of e-mail).

10.4 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, and use other emerging technologies to enhance professional productivity and support instruction (e.g., newsletters, data analysis, budgets, templates for performance evaluation documentation and professional growth plans).

10.5 Follows Board policy, laws and regulations in the use of computers and technology in both professional and personal activities.

10.6 Facilitates the lifelong learning of self and others through the use of technology (e.g., professional growth plans, training provisions, attendance at technology training).

10.7 Ensures appropriate research-based instructional practices related to integration of technology are included in the school's instructional program (e.g., classroom observations, walk-throughs, professional growth plan).

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

**Caverna Independent School District
Formative Evaluation Instrument-Guidance Counselor**

Effective Behaviors:

Suggested Improvements:

Evaluatee Comments:

This observation/formative data collection summary was discussed in a conference between the evaluator and evaluatee on

Evaluatee's Signature

Date

Evaluator's Signature

Date

M = Met

NI = Needs Improvement

NM = Not Met

CAVERNA INDEPENDENT SCHOOL DISTRICT SUMMATIVE EVALUATION FOR GUIDANCE COUNSELOR

This summarizes all the evaluation data including formative data, products, and performances, portfolio materials, professional development activities, work samples, reports developed, and other documentation.

Evaluatee _____

Evaluator _____ Date _____ School/Work Site _____

Guidance Counselor Standards:

1. Program Management, Research, and Evaluation
2. Developmental Guidance Curriculum
3. Individual/Small Group Counseling
4. Consultation/Collaboration
5. Coordination
6. Assessment
7. Adheres to Professional Standard
8. Demonstrates Professional Leadership
9. Engages in Professional Development
10. Demonstrates Implementation of Technology

Met

***Does Not Meet**

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

OVERALL RATING

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked:

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed.

Evaluatee:

- ☐ Agree with this summative evaluation
- ☐ Disagree with this summative evaluation

Evaluatee Signature

Date

Evaluator Signature

Date

*Opportunities for appeal processes at both the local and state levels are a part of the Caverna Independent Professional Growth and Evaluation Plan. **Certified employees must make their appeals to this summative evaluation within the time frames, mandated in KRS 156.557 and the Caverna Independent Board of Education Policy 03.18.***

***Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan.**

Revised June 2010

Caverna Independent School District
Formative Evaluation Instrument-Librarian/Media Specialist

(This analysis document is the summary of data collected during the formative evaluation process and includes data gathered during: observations, walk through data, professional development activities, portfolio entries, units of study, etc.)

| | | |
|-----------|--------------|-------|
| Evaluatee | Content Area | Grade |
|-----------|--------------|-------|

| | | |
|-----------|------|--|
| Evaluator | Date | |
|-----------|------|--|

Classroom Observation Information:

| | | |
|------|-------------|----------------------|
| Date | Time/Period | Unit of Study/Lesson |
|------|-------------|----------------------|

STANDARD 1: Demonstrates Proficiency in Management and Administration of the Library Media Center

☐M ☐NI ☐NM

- 1.1 Plans long-range goals of the library media center program with faculty, administration, and students.
- 1.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program.
- 1.3 Administers the budget according to the goals and objectives of the program.
- 1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.
- 1.5 Develops library media center policies, e.g., materials selection, collection development, circulation, challenged materials, copyright, and technology.
- 1.6 Administrates a library media program that utilizes flexible access
- 1.7 Develops plans for maintaining a technologically current facility and program.
- 1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards.
- 1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities.
- 1.10 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.
- 1.11 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.
- 1.12 Is responsible for the proper use of the facility, materials, and equipment.
- 1.13 May plan and/or participate in special projects proposals, e.g. book fairs.
- 1.14 Trains and supervises library media center clerical staff, volunteers, and student helpers.
- 1.15 Makes efficient use of physical and human resources and time.

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

Caverna Independent School District
Formative Evaluation Instrument- Librarian/Media Specialist

STANDARD 2: Provides Exemplary Resources through Collection Development ☐M ☐NI ☐NM

- 2.1 Follows the district approved selection policy, which includes a procedure for the reconsideration of materials.
- 2.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.
- 2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshops, and professional judgment recommendations.
- 2.4 Maintains a professional collection.
- 2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment, which support the school's curriculum and educational philosophy.
- 2.6 Keeps a card or automated catalog current.
- 2.7 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.
- 2.8 Makes general repairs, weeds collection, and takes annual inventory.

Supporting Evidence:

STANDARD 3: Provides Effective Library Media Services ☐M ☐NI ☐NM

- 3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.
- 3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.
- 3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers
- 3.4 Provides leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.
- 3.5 Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.
- 3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.
- 3.7 Assists faculty in the selection of materials to supplement instruction.
- 3.8 Establishes positive rapport with staff and students
- 3.9 Makes the library media center and its resources accessible to students and faculty
- 3.10 Provides orientation for new faculty and students
- 3.11 Maintains effective communication with staff and students, e.g., informs of new acquisitions and services.
- 3.12 Facilitates the circulation of materials among schools in the district or with other agencies.
- 3.13 Is available as a personal resource for all students and faculty.
- 3.14 Provides the resources and promotes recreational reading for the school community.

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

**Caverna Independent School District
Formative Evaluation Instrument-Librarian/Media Specialist**

STANDARD 4: Enables Student to Become Effective Information Users ☐ M ☐ NI ☐ NM

- 4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of education reform, core content, and academic expectations.
- 4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.
- 4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.
- 4.4 Provides for independent and cooperative group learning.
- 4.5 Guides students in the selection of appropriate resources.
- 4.6 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
- 4.7 Promotes appreciation of various forms of literature emphasizing the highest quality.
- 4.8 Encourages students to develop lifelong reading, listening, viewing, critical thinking skills, and become skilled in all modes of communication.
- 4.9 Incorporates the use of technology in accessing information.
- 4.10 Assists student in the use of multi-media for completed projects.

Supporting Evidence:

STANDARD 5: Manages Student Behavior

☐ M ☐ NI ☐ NM

- 5.1 Establishes/maintains behavioral expectations (class rules) of students.
- 5.2 Monitors students' behaviors according to local school/district policies and procedures.
- 5.3 Reinforces acceptable student behaviors with genuine specific praise.
- 5.4 Holds each student accountable for his/her own behaviors.
- 5.5 Manages disruptive behavior constructively while maintaining instructional momentum.
- 5.6 Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences.
- 5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors.
- 5.8 Promotes and incorporates management techniques that are fair and respect diversity and individual differences

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

**Caverna Independent School District
Formative Evaluation Instrument-Librarian/Media Specialist**

STANDARD 6: Communicates Effectively

☐M ☐NI ☐NM

- 6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.
- 6.2 Speaks distinctly and clearly.
- 6.3 Adjusts volume and tone for emphasis.
- 6.4 Models correct grammar and pronunciations.
- 6.5 Provides clear instructions.
- 6.6 Shares student expectations, criteria for assessment, student progress with students and parents in meetings, conferences, written progress reports, etc.
- 6.7 Displays awareness of space and presence when interacting with others.
- 6.8 Maintains positive interactions with others.
- 6.9 Makes effective use of non-verbal cues, expressions, gestures, etc.

Supporting Evidence:

STANDARD 7: Exhibits Professionalism

☐M ☐NI ☐NM

- 7.1 Evaluates self to identify needs for instructional improvement.
- 7.2 Develops/reviews a professional growth plan congruent with school/district/state goals and missions.
- 7.3 Reviews professional growth plan annually and revises plan as needs/goals change.
- 7.4 Participates in and implements professional development activities (continuing education, workshops, seminars, action based research, teacher networks, etc.)
- 7.5 Shares instructional materials, information, and ideas with colleagues.
- 7.6 Strives to improve instruction on a consistent basis.
- 7.7 Maintains appropriate confidentiality regarding students' behaviors and performances.
- 7.8 Upholds and models Kentucky's School Personnel Code of Ethics.
- 7.9 Encourages professional growth of peers.
- 7.10 Performs duties consistent with the goals for Kentucky students and the mission of the school, local community, laws and administrative regulations.
- 7.11 Demonstrates punctuality and good attendance for all duties

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not

**Caverna Independent School District
Formative Evaluation Instrument-Librarian/Media Specialist**

STANDARD 8: Demonstrates Implementation of Technology

☐M ☐NI ☐NM

The media specialist uses technology to support instruction; access and manipulate data; enhance professional growth and productivity, communicate and collaborate with colleagues, parents, and the community; and conduct research.

8.1 Operates a multimedia computer and peripheral to install and use a variety of software.

8.2 Uses terminology related to computers and technology appropriately in written and verbal communication.

8.3 Demonstrates knowledge of the use of technology in business, industry, and society.

8.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.

8.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.

8.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.

8.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.

8.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.

8.9 Designs lessons that use technology to address diverse student needs and learning styles.

8.10 Practices equitable and legal use of computers and technology in professional activities.

8.11 Facilitates the lifelong learning of self and others through the use of technology.

8.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.

8.13 Applies research-based instructional practices that use computers and other technology.

8.14 Uses computers and other technology for individual, small group, and large group learning activities.

8.15 Uses technology to support multiple assessment of student learning.

8.16 Instructs and supervises students in the ethical and legal use of technology.

8.14 Works with colleagues to administer an effective learning climate within the school

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not

Caverna Independent School District
Formative Evaluation Instrument-Librarian/Media Specialist

Effective Behaviors:

Suggested Improvements:

Evaluatee Comments:

This observation/formative data collection summary was discussed in a conference between the evaluator and evaluatee on

Evaluatee's Signature

Date

Evaluator's Signature

Date

M = Met

NI = Needs Improvement

NM = Not Met

CAVERNA INDEPENDENT SCHOOL DISTRICT SUMMATIVE EVALUATION FOR LIBRARIAN/MEDIA SPECIALIST

This summarizes all the evaluation data including formative data, products, and performances, portfolio materials, professional development activities, work samples, reports developed, and other documentation.

Evaluatee _____ Content Area/Grade _____

Evaluator _____ Date _____ School/Work Site _____

Media Specialist Standards:

| | Met | *Does Not Meet |
|--|--------------------------|--------------------------|
| 1. Demonstrates Proficiency in Management and Administration of the Library Media Center | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Provides Exemplary Resources through Collection Development | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Provides Effective Library Media Services | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Enables Student to Become Effective Information Users | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Manages Student Behavior | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Communicates Effectively | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Exhibits Professionalism | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Demonstrates Implementation of Technology | <input type="checkbox"/> | <input type="checkbox"/> |

OVERALL RATING

☐
☐

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked:

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed.

Evaluatee:

☐

Agree with this summative evaluation

☐

Disagree with this summative evaluation

Evaluatee Signature

Date

Evaluator Signature

Date

*Opportunities for appeal processes at both the local and state levels are a part of the Caverna Independent Professional Growth and Evaluation Plan. **Certified employees must make their appeals to this summative evaluation within the time frames, mandated in KRS 156.557 and the Caverna Independent Board of Education Policy 03.18.***

***Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan.**

Revised June 2010

Caverna Independent School District
Formative Evaluation Instrument-School Psychologist

(This analysis document is the summary of data collected during the formative evaluation process and includes data gathered during: observations, walk through data, professional development activities, portfolio entries, units of study, etc.)

Evaluatee

Evaluator

Date

STANDARD 1: PSYCHOLOGICAL SERVICES

☐M ☐NI ☐NM

- A. Participates in establishing priorities for the delivery of psychological services
- B. Maintains records of services requested and delivered
- C. Interprets educational policies, programs and procedures related to psychological services
- D. Explains roles and responsibilities of school psychologist to students, parents, school staff, and community
- E. Works with school personnel to accomplish identified program goals and objectives
- F. Applies psychological research data to the development and evaluation of educational programs and services
- G. Utilizes school and community resources to maximize program effectiveness
- H. Performs duties consistent with the goals for Kentucky students and the mission of the school, local community, laws and administrative regulations.
- I. Demonstrates punctuality and good attendance for all duties.
- J. Makes efficient use of physical and human resources and time.

Supporting Evidence:

STANDARD 2: PROGRAM MANAGEMENT/LEADERSHIP

☐M ☐NI ☐NM

- A. Organizes daily practices in agreement with current knowledge of school psychology.
- B. Promotes the use of school and community resources as additional means of accomplishing assessment goals.
- C. Assists in the screening of students possibly in need of more comprehensive assessment.
- D. Applies psychological and psycho-educational assessment techniques as planned.
- E. Applies diagnostic assessment within specific areas within specific areas of deficiency to aid in instructional planning
- F. Implements intervention procedures with individuals and groups
- G. Applies local, state, and federal law policies and regulations to the delivery of school psychological services
- H. Formulates educational recommendations and interventions consistent with assessment data
- I. Contributes to the development and evaluation of instructional programs as planned
- J. Plans or assists in the planning of psychological in-service training and educational and psychological programs for students, staff, and parent
- K. Uses management techniques that are fair and respect diversity and individual differences

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

**Caverna Independent School District
Formative Evaluation Instrument-School Psychologist**

STANDARD 3: COLLABORATIVE RELATIONSHIPS

☐ M ☐ NI ☐ NM

- A. Demonstrates positive collaborative relationships with students
- B. Demonstrates positive collaborative relationships with staff
- C. Demonstrates positive collaborative relationships with administrators
- D. Demonstrates positive collaborative relationships with parents/community

Supporting Evidence:

STANDARD 4: PROFESSIONAL DUTIES AND RESPONSIBILITIES

☐ M ☐ NI ☐ NM

- A. Is punctual in the performance of duties
- B. Participates in professional development activities to continually upgrade skills
- C. Makes studies of new practices and techniques for improving the keeping of records
- D. Attends meetings and other school related programs as necessary and appropriate
- E. Develops and implements KERA activities that are designed to carry out the goals of the school district
- F. Adheres to the Professional Code of Ethics

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

Caverna Independent School District
Formative Evaluation Instrument-School Psychologist

STANDARD 5: TECHNOLOGY

☐ M ☐ NI ☐ NM

The education leader uses technology to support instruction; accesses and manipulates data; enhances professional growth and productivity, conduct research and communicates and collaborates with colleagues, parents, and the community.

- A. Operates a multimedia computer and peripherals to install and use a variety of software.
- B. Uses terminology related to computers and technology appropriately in written and verbal communication.
- C. Demonstrates knowledge of the use of technology in business, industry, and society.
- D. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and uses other emerging technologies to enhance professional productivity and support instruction.
- E. Practices equitable and legal use of computers and technology in professional activities.
- F. Facilitates the lifelong learning of self and others through the use of technology.
- G. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- H. Applies research-based instructional practices that use computers and other technology.
- I. Uses computers and other technology for individual, small group, and large group learning activities.
- J. Instructs and supervises students in the ethical and legal use of technology.

Supporting Evidence:

STANDARD 6: DEMONSTRATES PROFESSIONAL LEADERSHIP

☐ M ☐ NI ☐ NM

Provides professional leadership within the school, community, and education profession to improve student learning and well being.

- A. Builds positive relationships within and between school and community
- B. Promotes leadership potential in colleagues
- C. Participates in professional organization and activities
- D. Writes and speaks effectively
- E. Guides the development of curriculum and instructional materials
- F. Participates in policy design and development at the local school, within professional organization, and/or within community organizations with educationally related activities
- G. Initiates and develops educational projects and programs
- H. Practices effective listening, conflict resolution, and group facilitation skills as a team member
- I. Presents programs in a manner that reflects sensitivity to a multicultural and global perspective
- J. Writes for publication, presents at conferences, and provides professional development
- K. Works with colleagues to administer an effective learning climate within the school
- L. Performs duties consistent with the goals for Kentucky students and the mission of the school, local community, Laws and administrative regulations.
- M. Demonstrates punctuality and good attendance for all duties.
- N. Works with colleagues to administer an effective learning climate within the school

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not

**Caverna Independent School District
Formative Evaluation Instrument-School Psychologist**

Effective Behaviors:

Suggested Improvements:

Evaluatee Comments:

This observation/formative data collection summary was discussed in a conference between the evaluator and evaluatee on

Evaluatee's Signature

Date

Evaluator's Signature

Date

M = Met

NI = Needs Improvement

NM = Not Met

CAVERNA INDEPENDENT SCHOOL DISTRICT SUMMATIVE EVALUATION FOR SCHOOL PSYCHOLOGIST

This summarizes all the evaluation data including formative data, products, and performances, portfolio materials, professional development activities, work samples, reports developed, and other documentation.

Evaluatee _____ Content Area/Grade _____
 Evaluator _____ Date _____ School/Work Site _____

School Psychologist Standards:

| | Met | *Does Not Meet |
|---|--------------------------|--------------------------|
| 1. PSYCHOLOGICAL SERVICES | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. PROGRAM MANAGEMENT/LEADERSHIP RATING | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. COLLABORATIVE RELATIONSHIPS | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. PROFESSIONAL DUTIES AND RESPONSIBILITIES | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. TECHNOLOGY | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. PROFESSIONAL LEADERSHIP | <input type="checkbox"/> | <input type="checkbox"/> |

OVERALL RATING ☐

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked:

☐1 ☐2 ☐3 ☐4 ☐5 ☐6

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed.

Evaluatee:

- ☐ Agree with this summative evaluation
☐ Disagree with this summative evaluation

| | |
|---------------------|------|
| Evaluatee Signature | Date |
| Evaluator Signature | Date |

*Opportunities for appeal processes at both the local and state levels are a part of the Caverna Independent Professional Growth and Evaluation Plan. **Certified employees must make their appeals to this summative evaluation within the time frames, mandated in KRS 156.557 and the Caverna Independent Board of Education Policy 03.18.***

***Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan.**

Revised June 2010

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EDUCATION ADMINISTRATORS: 2008 ISLLC STANDARDS

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

Review the following standard titles and descriptions of each:

| ISLLC Evaluation Standards for Education Administrators | |
|--|--|
| 1. Vision | An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders. |
| 2. School Culture and Learning | An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. |
| 3. Management | An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. |
| 4. Collaboration | An education leader promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. |
| 5. Integrity, Fairness, Ethics | An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. |
| 6. Political, Economic, Legal | An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. |

Caverna Independent School District
Administrator Formative Evaluation Instrument

(This analysis document is the summary of data collected during the formative evaluation process and includes data gathered during: observations, walk through data, professional development activities, portfolio entries, units of study, etc.)

Evaluatee

School/Worksite

Position:

Evaluator

Date

STANDARD 1: VISION

☐M ☐NI ☐NM

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.

Performances – The administrator facilitates processes and engages in activities ensuring that:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Supporting Evidence:

STANDARD 2: SCHOOL CULTURE AND LEARNING

☐M ☐NI ☐NM

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Performances – The administrator facilitates processes and engages in activities ensuring that:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

**Caverna Independent School District
Administrator Formative Evaluation Instrument**

STANDARD 3: MANAGEMENT

☐M ☐NI ☐NM

An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Performances – The administrator facilitates processes and engages in activities ensuring that:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Supporting Evidence:

STANDARD 4: COLLABORATION

☐ M ☐NI ☐NM

An education leader promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Performances – The administrator facilitates processes and engages in activities ensuring that:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

**Caverna Independent School District
Administrator Formative Evaluation Instrument**

STANDARD 5: INTEGRITY, FAIRNESS, ETHICS

☐ M ☐ NI ☐ NM

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Performances – The administrator facilitates processes and engages in activities ensuing that:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling
- F. Performs responsibilities related to assignment, including attendance, punctuality, and evaluating results.
- G. Demonstrates professional growth.
- H. Adheres to the Professional Code of Ethics.

Supporting Evidence:

STANDARD 6: POLITICAL, ECONOMIC, LEGAL

☐ M ☐ NI ☐ NM

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Performances – The administrator facilitates processes and engages in activities ensuring that:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Supporting Evidence:

STANDARD 7: TECHNOLOGY

☐ M ☐ NI ☐ NM

The education leader uses technology to support instruction; accesses and manipulates data; enhances professional growth and productivity, conduct research and communicates and collaborates with colleagues, parents, and the community.

- A. Operates a multimedia computer and peripherals to install and use a variety of software.
- B. Uses terminology related to computers and technology appropriately in written and verbal communication.
- C. Demonstrates knowledge of the use of technology in business, industry, and society.
- D. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and uses other emerging technologies to enhance professional productivity and support instruction.
- E. Practices equitable and legal use of computers and technology in professional activities.
- F. Facilitates the lifelong learning of self and others through the use of technology.
- G. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- H. Applies research-based instructional practices that use computers and other technology.
- I. Uses computers and other technology for individual, small group, and large group learning activities.
- J. Instructs and supervises students in the ethical and legal use of technology.

Supporting Evidence:

M = Met

NI = Needs Improvement

NM = Not Met

**Caverna Independent School District
Administrator Formative Evaluation Instrument**

Effective Behaviors:

Suggested Improvements:

Evaluatee Comments:

This observation/formative data collection summary was discussed in a conference between the evaluator and evaluatee on

Evaluatee's Signature

Date

Evaluator's Signature

Date

M = Met

NI = Needs Improvement

NM = Not Met

CAVERNA INDEPENDENT SCHOOL DISTRICT SUMMATIVE EVALUATION FOR SCHOOL ADMINISTRATORS

This summarizes all the evaluation data including formative data, products, and performances, portfolio materials, professional development activities, work samples, reports developed, and other documentation.

Evaluatee _____ Position _____

Evaluator _____ Position _____

Date _____ School/Work Site _____

Administrator Standards:

| | Met | *Does Not Meet |
|--------------------------------|--------------------------|--------------------------|
| 1. VISION | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. SCHOOL CULTURE AND LEARNING | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. MANAGEMENT | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. COLLABORATION | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. INTEGRITY, FAIRNESS, ETHICS | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. POLITICAL, ECONOMIC, LEGAL | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. TECHNOLOGY | <input type="checkbox"/> | <input type="checkbox"/> |

OVERALL RATING

☐ ☐

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked:

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed.

Evaluatee:

- ☐ Agree with this summative evaluation
☐ Disagree with this summative evaluation

Evaluatee Signature

Date

Evaluator Signature

Date

Opportunities for appeal processes at both the local and state levels are a part of the Caverna Independent Professional Growth and Evaluation Plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in KRS 156.557 and the Caverna Independent Board of Education Policy 03.18.

***Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan.**

Revised June 2010

EMPLOYEE ASSISTANCE/CORRECTIVE ACTION PLAN

The performance of all certified personnel is to be evaluated annually for all non-tenured personnel and administrators and at least once every three years for tenured personnel. When unsatisfactory behavior is noted the following process will be used by the evaluator to aide the evaluatee in improving performance:

1. Evaluation contacts become more frequent and formal.
2. The primary evaluator notifies the evaluatee that his or her performance is not meeting district standards.
3. Specific data is shared with the evaluatee that identifies the deficiencies and verifies the situation.
4. An Individualized Corrective Action Plan is developed by the evaluator and evaluatee. This plan shall address the performance area, goals and activities that achieve the desired performance and target dates.
5. If necessary, an Intensive Assistance Team supplements the work of the primary evaluator. The Intensive Assistance is a team effort to supply skills, knowledge and time of several supervisory personnel. An example of an Intensive Assistance Team may consist of:
 - Primary Evaluator
 - Instructional Supervisor
 - Personnel Director
 - Others as agreed upon by all team members
6. Evaluatee is given help to improve.
7. Evaluatee is given time to improve.
8. Evaluatee is given progress reports.
9. Evaluator stresses job expectations.
10. Evaluator discusses further action if evaluatee fails to comply
11. Evaluations are to be in narrative style
12. The deficiency evaluation process should begin in sufficient time to be completed and appropriate forms submitted by April 15.

Instructions for Completing the Individual Corrective Action Plan:

This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “does-not-meet rating” on any one Standard or more from the Formative Evaluation. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Standard Number

Identify the specific standard(s) from the Formative Evaluation Form that has a “does-not-meet” rating assigned.

2. Present Professional Development Stage

Select the stage of professional development that best reflects the evaluatee’s level:

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

3. Growth/Objective(s) Goals

Growth objectives and goals must address the specific standard(s) rated as “does not meet” on the Formative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es)

4. Procedures and Activities for Achieving Goal(s) and Objective(s)

Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

5. Appraisal Method and Target Dates

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.

6. Documentation of all reviews, corrective actions, and evaluator’s assistance must be provided periodically (as they occur) to the evaluatee.

INDIVIDUAL CORRECTIVE ACTION PLAN FOR:

Date: **Work Site:**

| Standard No. | Present PG Stage | Growth Objective/Goal(s) (Describe desired outcomes) | Procedures and Activities for Achieving Goals and Objectives (Including support personnel) | Appraisal Method and Target Dates |
|--------------|------------------|---|---|-----------------------------------|
| | | | | |
| | | | (Attach more pages if necessary) | |

Evaluatee's Comments:

Supervisor's Comments:

| | | | |
|---------------------------------|------|---|------|
| Plan Developed: | | Review of goals: <input type="checkbox"/> Achieved <input type="checkbox"/> Revised <input type="checkbox"/> Continued | |
| _____ Employee's Signature: | Date | _____ Employee's Signature | Date |
| _____ Supervisor's Signature | Date | _____ Supervisor's Signature | Date |

***Professional Growth Plan Stages:**

O = Orientation/Awareness A = Preparation/Application I = Implementation/Management R = Refinement/Impact

ASSISTANCE TEAM LOG OF ACTIVITIES
(To be completed for every assistance activity)

TEACHER:

DATE OF CONTACT/OBSERVATION:

PERSONS PRESENT:

SUMMARY OF ACTIVITIES:

RECOMMENDATIONS:

NEXT MEETING:

SIGNATURE OF TEACHER:

DATE

SIGNATURE OF CONTACT PERSON:

DATE

THE APPEALS PANEL

All members of the appeals panel shall be current employees of the district. Two members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship). One additional member of the panel and an alternate are appointed by the Caverna Independent Board of Education.

Reference: KRS 156.557 & 704 KAR 3:345 and Board Policy 03.18

In the election of the appeals panel members, each school will nominate one candidate. Then each certified staff member will vote for one candidate. The persons receiving the first and second greatest number of votes shall be the appeals panel members. The persons receiving the third and fourth greatest amount of votes shall be designated as alternates. Release time shall be provided for panel members. Funding for panel expenses will be provided from the general fund.

The Superintendent shall also appoint a member to serve on the panel and an alternate. The panel shall elect its chairperson for each appeal.

The length of term for an appeals panel member shall be three years. Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made by September.

The election shall be conducted by the District Contact Person using the following criteria:

- Open nomination
- Secret Ballot
- One person/one vote
- All certified employees given the opportunity to vote

Panel members will be trained prior to an appeals hearing.

APPEALS PANEL HEARING PROCEDURES

Any certified employee may, within **ten working days** of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the plan. The purpose of the Appeals Panel hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel.

Upon receiving the request the panel will schedule a Preliminary Hearing to provide documentation to all parties and the panel. The chairperson of the panel shall be elected by the panel for each appeal. For the **Preliminary Hearing:**

- Five (5) copies of all documentation to be considered in the appeal shall be made available at this time. One copy for each of the committee and evaluator/evaluatee shall be provided.
- The chairperson shall convene the hearing and explain procedures for the process.
- The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal counsel to the panel.
- The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator, and their chosen representatives.
- Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony.
- After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing.

Within three (3) working days an Appeals Panel Hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. For the **Appeals Panel Hearing:**

- The chairperson will convene the hearing and establish procedures
- The evaluatee shall present his/her opening statement followed by the evaluator's opening statement.
- Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation.
- Both substance and procedural issues shall be considered by the panel.
- An opportunity for questioning each party shall be provided.
- The panel will have the right to question both the evaluatee and the evaluator.
- The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them.
- A decision regarding their findings shall be presented to the Superintendent within **fifteen (15) days of the filing of the appeal.**

The panel's **recommendation must include** one of the following:

- a. a new evaluation by a second certified evaluator
- b. uphold the original evaluation
- c. remove the summative or any part of the summative evaluation from the personnel file

The chairperson of the panel shall present the decision to the Superintendent for action within **three (3) working days** of the panel's decision. Any evaluatee who feels that the procedural issues were violated may appeal the decision to the Kentucky Board of Education.

**CAVERNA INDEPENDENT SCHOOL DISTRICT
APPEALS PANEL HEARING REQUEST FORM**

I, _____, have been evaluated by _____ during the current evaluative cycle. My disagreement with the findings of the summative evaluation has been thoroughly discussed with my evaluator.

I respectfully request the Caverna Independent School District Evaluation Appeals Panel to hear my appeal.

This appeal challenges the summative findings on:

_____ Substance

_____ Procedure

_____ Both substance and procedure

Signature _____ Date _____

Date of Summative Conference: _____

Date evaluator notified of intent to appeal: _____

THIS FORM SHALL BE PRESENTED IN PERSON OR BY MAIL TO ANY MEMBER OF THE APPEALS PANEL WITHIN TEN (10) WORKING DAYS OF COMPLETION OF THE SUMMATIVE CONFERENCE.

Please contact the Director of Personnel, Caverna Independent Board of Education for a list of current Appeals Panel member